# Lamar Consolidated Independent School District

# Meyer Elementary

# 2024-2025 Campus Improvement Plan

**Accountability Rating: A**

# Mission Statement

Our mission is to provide scholars with rigorous learning experiences, to foster respect for others, and to celebrate diversity within a safe and nurturing community built on trust and inclusivity.

# Vision

Our vision is to grow future leaders by preparing and empowering scholars to maximize their full potential academically, socially, and emotionally.

# Core Values

Guidelines for Success Meyer Eagles are TRRFCC (terrific)!

**T**rustworthy

**R**espectful

**R**esponsible

**F**air

**C**aring,

and A good **C**itizen

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# Comprehensive Needs Assessment

## Needs Assessment Overview

**Needs Assessment Overview Summary**

During our first meeting which was held on June 18, from 8 - 4, at Randle High School, the ILT, the counselor, and three teachers discussed the purpose for the meeting including the process for identifying our campus needs and the methods for analyzing data. We identified several pieces of data that would assist the team including district STAAR data projections, Campus Climate Survey, PBIS data, attendance data, and 23 -24 NWEA Map data.

Comprehensive Needs Assessment Committee Members

Rochelle Horton, Principal

Amber Raabe, Assistant Principal

Tara Chandler, EB Coach

Anna Francis, Teacher

Yasmin Gonzalez, Teacher

Stephanie Moreno, Literacy Coach

Lauren Ramirez, Teacher

Brittany Williams, Math Coach

Heather Williams, Area Superintendent

# Demographics

**Demographics Summary**

Meyer Elementary is an EE-5th grade Title 1 campus in Lamar Consolidated ISD. Projected enrollment for the 2024-25 school year is approximately 500 students. Meyer is named after John Christian Meyer, who farmed the land upon which the school sits for 37 years. We are located off of Highway 36 and J. Meyer Road.

Campus Profile

2023 - 2024

| Demographics | Students | Teachers |
|---|---|---|
| African American | 26.3% | 15.1% |
| Hispanic | 59.5% | 20.5% |
| White | 7.2% | 53.4% |
| Asian | 3.6% | 6.6% |
| Pacific Islander | 0.4% | 0.0% |
| Two or More Races | 3.0% | 2.2% |
| Economically Disadvantaged | 70.34% | |
| English Learners | 22.24% | |
| Special Education | 15.63% | |

| | |
|---|---|
| State Mobility: | 16.8% |
| District Mobility: | 15.9% |
| Campus Mobility: | 26.3% |

**Demographics Strengths**

The rich cultural diversity of our school is a direct reflection of the diversity of Fort Bend County. Meyer services many different students from around the world. Approximately 22.24% of our students have a native language other than English.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Special ed students' scores were lower than other students. **Root Cause:** Limited training on individualized tailored instructional strategies to address their unique learning needs.

# Student Learning

### Student Learning Summary

Data
2023 - 2024

STAAR RLA

| Approaches | Meets | Masters |
|---|---|---|
| 89% | 59% | 28% |
| +19 | +20 | +12 |

STAAR Math

| Approaches | Meets | Masters |
|---|---|---|
| 88% | 64% | 32% |
| +21 | +21 | +24 |

STAAR Science

| Approaches | Meets | Masters |
|---|---|---|
| 55% | 22% | 6% |
| +14 | +5 | +1 |

### Student Learning Strengths

3rd Grade STAAR RLA

| | Approaches | Meets | Masters |
|---|---|---|---|
| 2023-2024 | 92% | 74% | 42% |
| % Increase from 22-23 | +25 | +31 | +25 |
| % Above District | +5 | +9 | +8 |

3rd Grade STAAR Math

| | Approaches | Meets | Masters |
|---|---|---|---|

| | | | |
|---|---|---|---|
| 2023-2024 | 89% | 70% | 50% |
| % Increase from 22-23 | +21 | +39 | +42 |
| % Above District | +5 | +14 | +25 |

5th Grade STAAR RLA

| | Approaches | Meets | Masters |
|---|---|---|---|
| 2023-2024 | 83% | 46% | 24% |
| % Increase from 22-23 | +15 | +11 | +7 |
| % Above District | +5 | +9 | +8 |

- Third grade classroom instruction resulted in scores that were higher than the district average.
- 5th grade math scores were 92% approaches, 64% meets, 21% masters

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Not all students are prepared for the next grade level, especially in Kinder, 1st, and 2nd grade. **Root Cause:** Teachers lack understanding of differentiation and scaffolding in small group instruction and they are not proficient in implementation, or they don't see the value in utilizing the strategies.

**Problem Statement 2 (Prioritized):** Science scores were only at 55% Approaches. **Root Cause:** We did not have a certified teacher teaching 5th grade science.

**Problem Statement 3 (Prioritized):** GRA scores were not as high as we would have liked in Kinder, 1st, and 2nd grades. **Root Cause:** Several positions were vacant at 1st and 2nd grades, data was not utilized to guide reading instruction, and guided reading was not implemented with fidelity in Kinder, 1st, and 2nd grades.

# School Processes & Programs

### School Processes & Programs Summary

Teacher Retention

| | # of Teachers | % Retained | # of New Teachers | # of Vacant Positions |
|---|---|---|---|---|
| 2023-2024 | 30 | | 4 | 3 |
| 2024-2025 | 33 | 73% | 8 | 0 |

Meyer Elementary had 30 teachers during the 2023-24 school year. Twenty-two returned for the 2034-25 school year. Three additional teaching positions were added for the new school year totaling 8 new teacher hires for the 2024-25 school year. To adequately staff the Innovative Day Program, three additional paraprofessional positions totaling 8 paraprofessional hires for the 2024-25.

### School Processes & Programs Strengths

Strategies that promoted student success:

- weekly planning meetings with instructional coaches
- following the district data protocol
- utilizing the district roadmaps
- utilizing pre and post tests
- continuing job embedded professional development

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Teachers are not proficient in providing quality tier 1 instruction **Root Cause:** Twenty-seven percent of our staff is new to the campus and staff members have been moved to new grade levels year after year.

# Perceptions

**Perceptions Summary**

Family and Community Engagement Summary

Meyer Elementary works very hard to create a warm and inviting school community. We utilize multiple means to communicate ways for parents to partner with us in educating their children. Meyer provides many events for parents to participate in the school community.

School Culture and Climate

All classroom teachers have systems in place for students to be successful not only academically but behaviorally such as Character Counts, CHAMPS, and PBIS. Campus staff hold students accountable through the universal use of common language, campus procedures, expectations, and rewards. The Meyer Elementary PBIS committee meets monthly to review classroom and school behavior data and to help solve any areas of concern or need.

Climate surveys are given to staff, students and parents each year.

**Perceptions Strengths**

- Behavioral expectations are posted in all classrooms and common areas.
- Each student has a behavior chart.
- The PBIS Committee met once a month to promote kindness and to develop positive social skills.
- PBIS points are given as an incentive for appropriate behavior.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Student attendance is 94.5% which is below 95%. **Root Cause:** We have several students who are chronically absent and late.

# Priority Problem Statements

**Problem Statement 1**: Teachers are not proficient in providing quality tier 1 instruction

**Root Cause 1**: Twenty-seven percent of our staff is new to the campus and staff members have been moved to new grade levels year after year.

**Problem Statement 1 Areas**: School Processes & Programs

**Problem Statement 2**: Not all students are prepared for the next grade level, especially in Kinder, 1st, and 2nd grade.

**Root Cause 2**: Teachers lack understanding of differentiation and scaffolding in small group instruction and they are not proficient in implementation, or they don't see the value in utilizing the strategies.

**Problem Statement 2 Areas**: Student Learning

**Problem Statement 3**: GRA scores were not as high as we would have liked in Kinder, 1st, and 2nd grades.

**Root Cause 3**: Several positions were vacant at 1st and 2nd grades, data was not utilized to guide reading instruction, and guided reading was not implemented with fidelity in Kinder, 1st, and 2nd grades.

**Problem Statement 3 Areas**: Student Learning

**Problem Statement 4**: Science scores were only at 55% Approaches.

**Root Cause 4**: We did not have a certified teacher teaching 5th grade science.

**Problem Statement 4 Areas**: Student Learning

**Problem Statement 5**: Special ed students' scores were lower than other students.

**Root Cause 5**: Limited training on individualized tailored instructional strategies to address their unique learning needs.

**Problem Statement 5 Areas**: Demographics

**Problem Statement 6**: Student attendance is 94.5% which is below 95%.

**Root Cause 6**: We have several students who are chronically absent and late.

**Problem Statement 6 Areas**: Perceptions

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

**Accountability Data**

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

**Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- T-TESS data

**Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

# Goals

**Goal 1:** By May 2025, at least 85% of students in grades K-2 will score Meets Expectation on their EOY MAP Reading Fluency assessment.

**Performance Objective 1:** By May 2025, there will be at least a 20% increase in the number of Kindergarten-2nd grade students scoring on or above grade level as measured by the Map Fluency Assessment and monthly running records. There will be at least a 20% increase in Pre-K students scoring on or above grade level measured by the CLI assessment and Letter/Sound Inventory.

**Evaluation Data Sources:** Map Fluency Assessment
NSFGR Checklist
Monthly Running Records
CLI Assessment
Letter/Sound Inventory
UFLI Fluency Component
Observation from Learning Walks

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Feb | Apr | June |
| **Strategy 1:** Ensure all Kindergarten-2nd grade ELAR teachers receive resources and professional learning on key components of literacy instruction including NSFGR and UFLI phonics.<br>**Strategy's Expected Result/Impact:** Teachers will refine their small group reading instruction and consistently implement NSFGR and UFLI phonics instruction in their classrooms. This will improve students overall fluency growth throughout the year and close gaps.<br>**Staff Responsible for Monitoring:** ELAR Instructional Coach<br>K-2 Teachers<br><br>**Title I:**<br>2.4, 2.6<br>**Problem Statements:** Student Learning 3<br>**Funding Sources:** Supplies - 211 Title I, Part A - $1,598 | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Campus learning walks will be implemented to develop professional learning around the framework of NSFGR and UFLI Phonics . | Formative | | |
| | Feb | Apr | June |
| **Strategy's Expected Result/Impact:** Students fluency reading levels will increase.<br>**Staff Responsible for Monitoring:** K-2 Teachers<br>ELAR Instructional Coach<br><br>**Problem Statements:** Student Learning 3 | | | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Utilize data trackers for all Pre-K-2nd grade students that will track their monthly progress through letter/sound recognition, Map Fluency, and running records. | Formative | | |
| | Feb | Apr | June |
| **Strategy's Expected Result/Impact:** Teachers will be aware of the specific skills that students need to work on and use the information to strategically target during instruction.<br>**Staff Responsible for Monitoring:** PK-2nd Teachers<br>ELAR Instructional Coach<br><br>**Problem Statements:** Student Learning 3<br>**Funding Sources:** PreK Paraprofessionals - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $63,042 | | | |

| Strategy 4 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 4:** Provide extension opportunities for all Emergent Bilingual students to develop in the four language domains: listening, speaking, reading, and writing through the use of Sheltered Instruction strategies which focuses on vocabulary development. | Formative | | |
| | Feb | Apr | June |
| **Strategy's Expected Result/Impact:** Growth in composite TELPAS levels in all grade levels.<br>**Staff Responsible for Monitoring:** EB Specialist<br>Teachers with EB Students<br><br>**Title I:**<br>2.4, 2.6<br>**Problem Statements:** Student Learning 3 | | | |

 No Progress Accomplished Continue/Modify Discontinue

## Performance Objective 1 Problem Statements:

| Student Learning |
| --- |
| **Problem Statement 3**: GRA scores were not as high as we would have liked in Kinder, 1st, and 2nd grades. **Root Cause**: Several positions were vacant at 1st and 2nd grades, data was not utilized to guide reading instruction, and guided reading was not implemented with fidelity in Kinder, 1st, and 2nd grades. |

**Goal 1:** By May 2025, at least 85% of students in grades K-2 will score Meets Expectation on their EOY MAP Reading Fluency assessment.

**Performance Objective 2:** By May 2025, there will be at least a 20% increase in Kindergarten students achieving Meets and Exceeds Expectations when comparing beginning of year to end of year MAP Foundational Skills scores, and there will be at least a 20% increase in 1st and 2nd grade achieving Meets and Exceeds when comparing beginning of year to end of year MAP Sentence Reading Fluency scores. There will be at least a 20% increase in PK students achieving On Track when comparing beginning of year to end of year CLI assessment data.

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| **Strategy 1:** Instruction will improve through regularly scheduled job-embedded professional development consistent with best practices for adult learning, deliberate modeling, observations and feedback cycles for all teachers and staff. | Feb | Apr | June |
| **Strategy's Expected Result/Impact:** Instructional coaches will be better equipped to coach teachers and improve teaching practices.<br>**Staff Responsible for Monitoring:** Administrators<br>Instructional Coaches<br><br>**Title I:**<br>2.4, 2.6<br>**Problem Statements:** Student Learning 1 | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| **Strategy 2:** Through campus based professional learning and instructional coaching all teachers will learn and utilize effective engagement strategies to implement during the entire instructional block (whole group, small group, independent practice, and workstations, etc.). | Feb | Apr | June |
| **Strategy's Expected Result/Impact:** Student engagement in the learning process will increase. Students will be active participants.<br>**Staff Responsible for Monitoring:** Classroom Teachers<br>Instructional Coaches<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**Problem Statements:** Student Learning 1 | | | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Feb | Apr | June |
| **Strategy 3:** Kindergarten-2nd grade teachers will identify students in need of additional assistance in reading. Teachers will meet with parents and other staff to develop and provide appropriate interventions through MTSS.<br>**Strategy's Expected Result/Impact:** Increase in Map Fluency, TX-KEA, MAP, campus based assessments<br>**Staff Responsible for Monitoring:** Classroom Teachers<br>Instructional Coaches<br>Administrators<br>MTSS Coordinators<br><br>**Title I:**<br>2.4, 2.6<br>**Problem Statements:** Student Learning 3 | | | |

 No Progress Accomplished Continue/Modify Discontinue

## Performance Objective 2 Problem Statements:

| Student Learning |
|---|
| **Problem Statement 1**: Not all students are prepared for the next grade level, especially in Kinder, 1st, and 2nd grade. **Root Cause**: Teachers lack understanding of differentiation and scaffolding in small group instruction and they are not proficient in implementation, or they don't see the value in utilizing the strategies. |
| **Problem Statement 3**: GRA scores were not as high as we would have liked in Kinder, 1st, and 2nd grades. **Root Cause**: Several positions were vacant at 1st and 2nd grades, data was not utilized to guide reading instruction, and guided reading was not implemented with fidelity in Kinder, 1st, and 2nd grades. |

**Goal 1:** By May 2025, at least 85% of students in grades K-2 will score Meets Expectation on their EOY MAP Reading Fluency assessment.

**Performance Objective 3:** As part of a professional learning community, Pre-K-2nd grade teachers will plan and implement high-quality, TEKS-aligned assessments and instruction.

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Feb | Apr | June |
| **Strategy 1:** Utilize weekly team planning to analyze high priority TEKS and create student exemplars for aggressive monitoring throughout the week.<br>**Strategy's Expected Result/Impact:** Teachers will develop daily objectives, plans, and assignments that are aligned with the rigor of the TEKS and will show a gradual progression of learning.<br>**Staff Responsible for Monitoring:** Teachers<br>Instructional Coaches<br><br>**Problem Statements:** Student Learning 3 | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Feb | Apr | June |
| **Strategy 2:** Implement structured data protocol analysis to utilize common formative and summative assessments and disaggregate, analyze, and share results in professional learning community data meetings to drive small and large group instructional targets.<br>**Strategy's Expected Result/Impact:** Teachers will be able to address gaps and build upon prior learning.<br>**Staff Responsible for Monitoring:** Teachers<br>Instructional Coaches<br>Administrators<br><br>**Title I:**<br>2.6<br>**Problem Statements:** Student Learning 3 | | | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Feb | Apr | June |
| **Strategy 3:** Implement and utilize an innovative day once every 7 days to provide teachers with additional time to plan during the instructional day.<br>**Strategy's Expected Result/Impact:** Teachers will have additional time during the day to plan lessons, make preparations for lessons, dig into data and make intervention plans which will lead to better work-life balance.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, ILT<br><br>**Problem Statements:** Student Learning 1 | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Performance Objective 3 Problem Statements:**

| Student Learning |
| --- |
| **Problem Statement 1**: Not all students are prepared for the next grade level, especially in Kinder, 1st, and 2nd grade. **Root Cause**: Teachers lack understanding of differentiation and scaffolding in small group instruction and they are not proficient in implementation, or they don't see the value in utilizing the strategies. |
| **Problem Statement 3**: GRA scores were not as high as we would have liked in Kinder, 1st, and 2nd grades. **Root Cause**: Several positions were vacant at 1st and 2nd grades, data was not utilized to guide reading instruction, and guided reading was not implemented with fidelity in Kinder, 1st, and 2nd grades. |

**Goal 2:** By May 2025, the percentage of 3rd, 4th, and 5th grade students scoring at the Meets and Masters Performance Level as indicated on Reading STAAR, will increase by at least 8%. The Meets will increase from 59% to 67%. The Masters will increase from 28% to 36%.

**Performance Objective 1:** Improve Tier 1 ELAR instruction in all classrooms (including whole group and small group instruction during reading).

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| **Strategy 1:** Ensure that all teachers are implementing the Meyer Data Tracking and Goal Setting Plan.<br>**Strategy's Expected Result/Impact:** Students setting and tracking their own growth and celebrations with the teacher's assistance. Developing the skills to identify areas that need to be refined.<br>**Staff Responsible for Monitoring:** Teachers<br>Administrators<br><br>**Targeted Support Strategy - Additional Targeted Support Strategy** | Feb | Apr | June |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| **Strategy 2:** Instructional coaches will use coaching cycles with teachers to support their differentiated learning needs.<br>**Strategy's Expected Result/Impact:** The expected result is to improve instruction at all levels and in all areas (content and pedagogy).<br>**Staff Responsible for Monitoring:** Administration, Instructional Leadership Team, Teachers | Feb | Apr | June |
| | | | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| **Strategy 3:** Implement structured data protocol analysis to utilize common formative and summative assessments and disaggregate, analyze, and share results in Professional Learning Community data meetings to drive small and large group instructional targets.<br><br>**Title I:**<br>2.6 | Feb | Apr | June |
| | | | |

| Strategy 4 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| **Strategy 4:** Campus learning walks will be implemented to develop professional learning around the framework for NSFGR and strategy groups. | Feb | Apr | June |
| | | | |



No Progress

Accomplished

Continue/Modify

Discontinue

**Goal 2:** By May 2025, the percentage of 3rd, 4th, and 5th grade students scoring at the Meets and Masters Performance Level as indicated on Reading STAAR, will increase by at least 8%. The Meets will increase from 59% to 67%. The Masters will increase from 28% to 36%.

**Performance Objective 2:** Provide differentiated literacy instruction for3rd - 5th grade learners based on student performance data.

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Collaboration with Special Education teachers to provide differentiated instruction tailored for students' unique learning needs. | Formative | | |
| **Strategy's Expected Result/Impact:** Special Education students will increase their overall performance in literacy content and skill application.<br>**Staff Responsible for Monitoring:** Coaches<br>Administration<br>SPED Teacher<br>General Education Teachers<br><br>**Title I:**<br>2.4, 2.6 | Feb | Apr | June |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Provide professional development on differentiation for all teachers. | Formative | | |
| **Strategy's Expected Result/Impact:** Teachers will be able to fill gaps and extend literacy content for all students.<br>**Staff Responsible for Monitoring:** Administrators<br>Instructional coaches<br><br>**Title I:**<br>2.4, 2.6<br>**Funding Sources:** Supplies - 211 Title I, Part A - $1,951 | Feb | Apr | June |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Utilize literacy subscriptions to assist with reading. | Formative | | |
| **Strategy's Expected Result/Impact:** Increase in fluency and comprehension skills<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br><br>**Title I:**<br>2.6<br>**Funding Sources:** Reading subscriptions - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $3,777 | Feb | Apr | June |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 2:** By May 2025, the percentage of 3rd, 4th, and 5th grade students scoring at the Meets and Masters Performance Level as indicated on Reading STAAR, will increase by at least 8%. The Meets will increase from 59% to 67%. The Masters will increase from 28% to 36%.

**Performance Objective 3:** Provide high levels of student support and intervention for students in need.

**Evaluation Data Sources:** Teacher created logs
Small group anecdotal notes
MTSS data

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Feb | Apr | June |
| **Strategy 1:** 3rd - 5th grade teachers will utilize data to identify students in need of additional assistance in reading. Teachers will meet with parents and other staff to develop and provide appropriate interventions through MTSS.<br>**Strategy's Expected Result/Impact:** Increase in Map Fluency, MAP, campus based assessments;<br>A systemic approach to addressing student needs will elicit a team effort to support students and ultimately improve overall student performance.<br>**Staff Responsible for Monitoring:** Classroom Teachers<br>Instructional Coaches<br>Administrators<br>MTSS Coordinators<br><br>**Title I:**<br>2.6 | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Feb | Apr | June |
| **Strategy 2:** Provide accelerated learning instruction possibly before, during, or after school (House Bill 1416) for 4th and 5th grade students who did not achieve Approaches on STAAR Reading.<br>**Strategy's Expected Result/Impact:** Demonstrate growth on MAP, Progress Learning, campus, district, and STAAR assessments.<br>**Staff Responsible for Monitoring:** Classroom Teachers<br>Instructional Coaches<br>Administrators<br><br>**Title I:**<br>2.5, 2.6<br>**Funding Sources:** Tutoring - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $3,600, Supplies - 211 Title I, Part A - $7,193 | | | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Feb | Apr | June |
| **Strategy 3:** Provide extension opportunities for all Emergent Bilingual students to develop in the four language domains: listening, speaking, reading, and writing. Through the use of Sheltered Instruction strategies which focus on vocabulary development.<br>**Strategy's Expected Result/Impact:** Growth in composite TELPAS levels in all grade levels.<br>**Staff Responsible for Monitoring:** Emergent Bilingual Specialist<br><br>**Title I:**<br>2.6<br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 2:** By May 2025, the percentage of 3rd, 4th, and 5th grade students scoring at the Meets and Masters Performance Level as indicated on Reading STAAR, will increase by at least 8%. The Meets will increase from 59% to 67%. The Masters will increase from 28% to 36%.

**Performance Objective 4:** As part of a professional learning community, 3rd - 5th grade ELAR teachers will plan and implement high-quality, TEKS-aligned assessments and instruction.

**Evaluation Data Sources:** Lesson plans
Teacher created assessments
Unit Assessments
benchmarks
MAP Assessments

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Feb | Apr | June |
| **Strategy 1:** Utilize weekly team planning to analyze high priority TEKS and create student exemplars for aggressive monitoring throughout the week.<br>**Strategy's Expected Result/Impact:** Teachers will develop daily objectives, plans, and assignments that are aligned with the rigor of the TEKS and will show a gradual progression of learning.<br>**Staff Responsible for Monitoring:** Teachers<br>Instructional Coaches | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Feb | Apr | June |
| **Strategy 2:** Implement structured data protocol analysis to utilize common formative and summative assessments and disaggregate, analyze, and share results in professional learning community data meetings to drive small and large group instructional targets.<br>**Strategy's Expected Result/Impact:** Teachers will be able to address gaps and build upon prior learning.<br>**Staff Responsible for Monitoring:** Teachers<br>Instructional Coaches<br>Administrators | | | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Feb | Apr | June |
| **Strategy 3:** Implement and utilize an innovative day once every 7 days to provide teachers with additional time to plan during the instructional day.<br>**Strategy's Expected Result/Impact:** Teachers will have additional time during the day to plan lessons, make preparations for lessons, dig into data and make intervention plans which will lead to better work-life balance.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, ILT<br><br>**Funding Sources:** Paraprofessionals to support innovative day program - 211 Title I, Part A - $68,297, Supplies - 211 Title I, Part A - $2,000 | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 3:** By May 2025, the percentage of 3rd, 4th, and 5th grade students scoring at the Meets and Masters Performance Level as indicated on Math STAAR, will increase by at least 8%. The Meets performance level will increase from 64% to 72%. The Masters performance level will increase from 32% to 40%.

**Performance Objective 1:** Improve Tier 1 math instruction in all classrooms (including small group).

**Evaluation Data Sources:** Formal/Informal Classroom Observations
Data Tracker

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Feb | Apr | June |
| **Strategy 1:** Math teachers, the instructional coach, and administrators will participate in math professional learning sessions that will facilitate the improvement of Tier I instruction for all students by using guided math and district resources with fidelity. Appropriate instructional resources will be provided to meet expectations and improve both teaching and learning.<br>**Strategy's Expected Result/Impact:** Increase in scores of formative and summative assessment<br>**Staff Responsible for Monitoring:** Math Teachers<br>Math Instructional Coach<br>Administrators<br>District Personnel<br><br>**Problem Statements:** Student Learning 1 - School Processes & Programs 1<br>**Funding Sources:** Supplies - 211 Title I, Part A - $2,000 | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Feb | Apr | June |
| **Strategy 2:** Implement structured data protocol analysis to utilize common formative and summative assessments and disaggregate, analyze, and share results in PLC data meetings to drive small and large group instructional targets.<br>**Strategy's Expected Result/Impact:** This will improve student academic growth and development in mathematical concepts.<br>**Staff Responsible for Monitoring:** Math Teachers<br>Math Instructional Coach<br>Administrators<br>MTSS coordinator<br><br>**Problem Statements:** School Processes & Programs 1 | | | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Feb | Apr | June |
| **Strategy 3:** Instructional coaches will use coaching cycles with teachers to support their differentiated learning needs.<br>**Strategy's Expected Result/Impact:** The expected result is to improve instruction at all levels and in all areas (content and pedagogy).<br>**Staff Responsible for Monitoring:** Administration<br>Instructional Leadership Team<br>Teachers<br><br>**Problem Statements:** School Processes & Programs 1 | | | |

 No Progress Accomplished Continue/Modify Discontinue

## Performance Objective 1 Problem Statements:

| Student Learning |
|---|
| **Problem Statement 1**: Not all students are prepared for the next grade level, especially in Kinder, 1st, and 2nd grade. **Root Cause**: Teachers lack understanding of differentiation and scaffolding in small group instruction and they are not proficient in implementation, or they don't see the value in utilizing the strategies. |
| **School Processes & Programs** |
| **Problem Statement 1**: Teachers are not proficient in providing quality tier 1 instruction **Root Cause**: Twenty-seven percent of our staff is new to the campus and staff members have been moved to new grade levels year after year. |

**Goal 3:** By May 2025, the percentage of 3rd, 4th, and 5th grade students scoring at the Meets and Masters Performance Level as indicated on Math STAAR, will increase by at least 8%. The Meets performance level will increase from 64% to 72%. The Masters performance level will increase from 32% to 40%.

**Performance Objective 2:** Provide differentiated math instruction for all Pre-K-5th grade learners based on student performance data.

**Evaluation Data Sources:** TX-KEA, MAP, fall and spring benchmark, Progress Learning, and STAAR, Observation from Learning Walks.

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Feb | Apr | June |
| **Strategy 1:** Collaboration with Special Education teachers to provide differentiated instruction tailored for students' unique learning needs.<br>**Strategy's Expected Result/Impact:** Special Education students will increase their overall performance in math content and skill application.<br>**Staff Responsible for Monitoring:** Coaches<br>Administration<br>SPED Teacher<br>General Education Teachers<br><br>**Title I:**<br>2.4, 2.6<br>**Problem Statements:** Demographics 1 - School Processes & Programs 1 | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Feb | Apr | June |
| **Strategy 2:** Provide professional development on differentiation for all teachers.<br>**Strategy's Expected Result/Impact:** Teachers will be able to rebuild and extend math content for all students.<br>**Staff Responsible for Monitoring:** Administration<br>Coaches<br><br>**Title I:**<br>2.4, 2.6<br>**Problem Statements:** School Processes & Programs 1<br>**Funding Sources:** Supplies - 211 Title I, Part A - $4,500 | | | |



No Progress

Accomplished

Continue/Modify

Discontinue

**Performance Objective 2 Problem Statements:**

| Demographics |
| --- |
| **Problem Statement 1**: Special ed students' scores were lower than other students. **Root Cause**: Limited training on individualized tailored instructional strategies to address their unique learning needs. |
| **School Processes & Programs** |
| **Problem Statement 1**: Teachers are not proficient in providing quality tier 1 instruction **Root Cause**: Twenty-seven percent of our staff is new to the campus and staff members have been moved to new grade levels year after year. |

**Goal 3:** By May 2025, the percentage of 3rd, 4th, and 5th grade students scoring at the Meets and Masters Performance Level as indicated on Math STAAR, will increase by at least 8%. The Meets performance level will increase from 64% to 72%. The Masters performance level will increase from 32% to 40%.

**Performance Objective 3:** Provide high levels of student support and intervention for students in need.

**Evaluation Data Sources:** Teacher created logs
Small group anecdotal notes
MTSS data

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Feb | Apr | June |
| **Strategy 1:** 3rd-5th grade teachers will utilize data to identify students in need of additional assistance in math. Teachers will meet with parents and other staff to develop and provide appropriate interventions through MTSS.<br>**Strategy's Expected Result/Impact:** Increase in all formative and summative assessments;<br>A systemic approach to addressing student needs will elicit a team effort to support students and ultimately improve overall student performance.<br>**Staff Responsible for Monitoring:** Classroom Teachers<br>Instructional Coaches<br>Administrators<br>MTSS Coordinators<br><br>**Title I:**<br>2.6<br>**Problem Statements:** School Processes & Programs 1 | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Feb | Apr | June |
| **Strategy 2:** Provide accelerated learning instruction possibly before, during, or after school (House Bill 1416) for 4th and 5th grade students who did not achieve Approaches on STAAR Math.<br>**Strategy's Expected Result/Impact:** Demonstrate growth on MAP, Progress Learning, campus, district, and STAAR assessments.<br>**Staff Responsible for Monitoring:** Classroom Teachers<br>Instructional Coaches<br>Administrators<br><br>**Title I:**<br>2.5, 2.6<br>**Problem Statements:** School Processes & Programs 1<br>**Funding Sources:** Tutoring - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $3,600, Supplies - 211 Title I, Part A - $7,193 | | | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Feb | Apr | June |
| **Strategy 3:** Provide extension opportunities for all Emergent Bilingual students to develop in the four language domains: listening, speaking, reading, and writing. Through the use of Sheltered Instruction strategies which focus on vocabulary development.<br>**Strategy's Expected Result/Impact:** Growth in composite TELPAS levels in all grade levels.<br>**Staff Responsible for Monitoring:** Emergent Bilingual Specialist<br><br>**Title I:**<br>2.4, 2.6<br>**Problem Statements:** Student Learning 1 - School Processes & Programs 1 | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Performance Objective 3 Problem Statements:**

| Student Learning |
|---|
| **Problem Statement 1**: Not all students are prepared for the next grade level, especially in Kinder, 1st, and 2nd grade. **Root Cause**: Teachers lack understanding of differentiation and scaffolding in small group instruction and they are not proficient in implementation, or they don't see the value in utilizing the strategies. |
| **School Processes & Programs** |
| **Problem Statement 1**: Teachers are not proficient in providing quality tier 1 instruction **Root Cause**: Twenty-seven percent of our staff is new to the campus and staff members have been moved to new grade levels year after year. |

**Goal 3:** By May 2025, the percentage of 3rd, 4th, and 5th grade students scoring at the Meets and Masters Performance Level as indicated on Math STAAR, will increase by at least 8%. The Meets performance level will increase from 64% to 72%. The Masters performance level will increase from 32% to 40%.

**Performance Objective 4:** As part of a professional learning community, 3rd - 5th grade Math teachers will plan and implement high-quality, TEKS-aligned assessments and instruction.

**Evaluation Data Sources:** Lesson plans
Teacher created assessments
Unit Assessments
benchmarks
MAP Assessments

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Utilize weekly team planning to analyze high priority TEKS and create student exemplars for aggressive monitoring throughout the week. | Formative | | |
| | Feb | Apr | June |
| **Strategy's Expected Result/Impact:** Teachers will develop daily objectives, plans, and assignments that are aligned with the rigor of the TEKS and will show a gradual progression of learning.<br>**Staff Responsible for Monitoring:** Teachers<br>Instructional Coaches<br><br>**Problem Statements:** School Processes & Programs 1 | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Implement structured data protocol analysis to utilize common formative and summative assessments and disaggregate, analyze, and share results in professional learning community data meetings to drive small and large group instructional targets. | Formative | | |
| | Feb | Apr | June |
| **Strategy's Expected Result/Impact:** Teachers will be able to address gaps and build upon prior learning.<br>**Staff Responsible for Monitoring:** Teachers<br>Instructional Coaches<br>Administrators<br><br>**Problem Statements:** School Processes & Programs 1 | | | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Feb | Apr | June |
| **Strategy 3:** Implement and utilize an innovative day once every 7 days to provide teachers with additional time to plan during the instructional day.<br>**Strategy's Expected Result/Impact:** Teachers will have additional time during the day to plan lessons, make preparations for lessons, dig into data and make intervention plans which will lead to better work-life balance.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, ILT<br><br>**Problem Statements:** School Processes & Programs 1 | | | |

 No Progress Accomplished Continue/Modify Discontinue

## Performance Objective 4 Problem Statements:

| School Processes & Programs |
|---|
| **Problem Statement 1**: Teachers are not proficient in providing quality tier 1 instruction **Root Cause**: Twenty-seven percent of our staff is new to the campus and staff members have been moved to new grade levels year after year. |

**Goal 4:** By May 2025, the percentage of 5th grade students scoring at the Approaches, Meets, and Masters Performance Level as indicated on Science STAAR, will increase by at least 10%. The Approaches performance level will increase from 55% to 65%. The Meets performance level will increase from 22% to 32%. The Masters performance level will increase from 6% to 16%.

**Performance Objective 1:** Provide extra extension and rebuilding lessons in Science for students by utilizing targeted small group instruction.

**Evaluation Data Sources:** campus and district assessments, benchmarks, MAP, STAAR, observations

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Feb | Apr | June |
| **Strategy 1:** Utilize common formative and summative assessments and disaggregate, analyze, and share results in PLC to drive small and large group instructional targets.<br>**Strategy's Expected Result/Impact:** Increase in scores on formative and summative assessments.<br>**Staff Responsible for Monitoring:** Teachers<br>Instructional Coaches<br><br>**Problem Statements:** Student Learning 1, 2 | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Feb | Apr | June |
| **Strategy 2:** Provide extension opportunities for all EB students to develop in the four language domains: listening, speaking, reading, and writing. Through the use of Sheltered Instruction strategies which focus on vocabulary development.<br>**Strategy's Expected Result/Impact:** Growth in composite TELPAS Levels in all grade levels.<br>**Staff Responsible for Monitoring:** EB Specialist<br><br>**Title I:**<br>2.4, 2.6<br>**Problem Statements:** Student Learning 1 | | | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Feb | Apr | June |
| **Strategy 3:** Provide tutoring<br>**Strategy's Expected Result/Impact:** Student content knowledge and scores will increase.<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**Problem Statements:** School Processes & Programs 1<br>**Funding Sources:** Tutoring - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $1,200, Supplies - 211 Title I, Part A - $3,954 | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Performance Objective 1 Problem Statements:**

| Student Learning |
|---|
| **Problem Statement 1**: Not all students are prepared for the next grade level, especially in Kinder, 1st, and 2nd grade. **Root Cause**: Teachers lack understanding of differentiation and scaffolding in small group instruction and they are not proficient in implementation, or they don't see the value in utilizing the strategies. |
| **Problem Statement 2**: Science scores were only at 55% Approaches. **Root Cause**: We did not have a certified teacher teaching 5th grade science. |
| **School Processes & Programs** |
| **Problem Statement 1**: Teachers are not proficient in providing quality tier 1 instruction **Root Cause**: Twenty-seven percent of our staff is new to the campus and staff members have been moved to new grade levels year after year. |

**Goal 4:** By May 2025, the percentage of 5th grade students scoring at the Approaches, Meets, and Masters Performance Level as indicated on Science STAAR, will increase by at least 10%. The Approaches performance level will increase from 55% to 65%. The Meets performance level will increase from 22% to 32%. The Masters performance level will increase from 6% to 16%.

**Performance Objective 2:** Utilize higher order thinking and probing questions through daily deep practice to promote discourse and explanations of key Science concepts.

**Evaluation Data Sources:** Lesson plans

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Feb | Apr | June |
| **Strategy 1:** Teachers will use the lead4ward Frequency Distribution table and K-12 Science Alignment to determine which concepts will be discussed during the daily deep practice.<br>**Strategy's Expected Result/Impact:** Students will be able to analyze STAAR type question at a higher level.<br>**Problem Statements:** Student Learning 2 | | | |

0% No Progress  100% Accomplished  Continue/Modify  Discontinue

**Performance Objective 2 Problem Statements:**

| Student Learning |
|---|
| **Problem Statement 2**: Science scores were only at 55% Approaches. **Root Cause**: We did not have a certified teacher teaching 5th grade science. |

**Goal 5:** By May 2025, the student attendance percentage will increase 0.5% from 94.8% to 95.3%.

**Performance Objective 1:** We will create a campus wide attendance incentive plan rewarding classes and individuals. The plan will include a component that targets tardies.

**Evaluation Data Sources:** Skyward Attendance Reports

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Feb | Apr | June |
| **Strategy 1:** We will create a campus attendance bulletin board that displays grade level attendance, highlights class level attendance, and recognizes individual attendance.<br>**Strategy's Expected Result/Impact:** Increase attendance<br>**Staff Responsible for Monitoring:** Assistant Principal<br>Attendance review committee<br>Classroom teachers<br><br>**Problem Statements:** Perceptions 1 | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Feb | Apr | June |
| **Strategy 2:** We will reward grade levels and class levels for highest level of attendance. We will also reward individual students who have good attendance or improved attendance.<br>**Strategy's Expected Result/Impact:** Increase attendance<br>**Staff Responsible for Monitoring:** Assistant Principal<br>Teachers<br>Attendance review committee<br><br>**Problem Statements:** Perceptions 1 | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Performance Objective 1 Problem Statements:**

| Perceptions |
|---|
| **Problem Statement 1**: Student attendance is 94.5% which is below 95%. **Root Cause**: We have several students who are chronically absent and late. |

**Goal 5:** By May 2025, the student attendance percentage will increase 0.5% from 94.8% to 95.3%.

**Performance Objective 2:** We will maximize the effectiveness of The Attendance Review Committee by expanding the number of members and meeting monthly to identify concerns and develop a plan for individual students.

**Evaluation Data Sources:** Meeting Agendas
Minutes
Sign-in sheets

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Feb | Apr | June |
| **Strategy 1:** A committee will be developed to review student attendance. These meetings will be scheduled on the Campus Sharepoint Calendar and shared with all attendees at the beginning of the year.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal<br><br>**Problem Statements:** Perceptions 1 | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Feb | Apr | June |
| **Strategy 2:** At the beginning of the year, the committee will identify students who had poor attendance the previous year and develop a plan to incentivize their improvement in attendance.<br>**Strategy's Expected Result/Impact:** Improve attendance for specific identified students.<br>**Staff Responsible for Monitoring:** attendance review committee<br><br>**Problem Statements:** Perceptions 1 | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Performance Objective 2 Problem Statements:**

| Perceptions |
|---|
| **Problem Statement 1**: Student attendance is 94.5% which is below 95%. **Root Cause**: We have several students who are chronically absent and late. |

**Goal 5:** By May 2025, the student attendance percentage will increase 0.5% from 94.8% to 95.3%.

**Performance Objective 3:** We will utilize PBIS strategies and incentives to decrease student misbehavior that leads to out-of-school suspensions and encourage students to attend school daily.

**Evaluation Data Sources:** Discipline reports
Attendance reports

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Feb | Apr | June |
| **Strategy 1:** Utilize LiveSchool, Meyer Market (PBIS store) and House System to make school a fun place and to reward positive student behavior.<br>**Strategy's Expected Result/Impact:** Decrease in student discipline<br>Increase in student attendance<br><br>**Problem Statements:** Perceptions 1<br>**Funding Sources:** Incentives, supplies, and subscriptions - 211 Title I, Part A - $9,014 | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Performance Objective 3 Problem Statements:**

| Perceptions |
|---|
| **Problem Statement 1**: Student attendance is 94.5% which is below 95%. **Root Cause**: We have several students who are chronically absent and late. |

**Goal 6:** By May 2025, increase family engagement survey results by 6% from 76% to 82% as measured by the EOY campus survey results.

**Performance Objective 1:** Host parental engagement and volunteer activities.

**Evaluation Data Sources:** Sign-in sheets
campus survey results
EOY survey results

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Feb | Apr | June |
| **Strategy 1:** Schedule 5 parental engagement activities for the school year.<br>**Strategy's Expected Result/Impact:** An increased number of parents will come to campus events.<br>**Staff Responsible for Monitoring:** Campus ILT<br><br>**Title I:**<br>4.1, 4.2<br>**Problem Statements:** Perceptions 1 | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Performance Objective 1 Problem Statements:**

| Perceptions |
|---|
| **Problem Statement 1**: Student attendance is 94.5% which is below 95%. **Root Cause**: We have several students who are chronically absent and late. |

# State Compensatory

## Budget for Meyer Elementary

**Total SCE Funds:** $75,219.00
**Total FTEs Funded by SCE:** 2
**Brief Description of SCE Services and/or Programs**

Direct PreK paraprofessional support in the classroom, reading subscriptions, and campus tutoring.

## Personnel for Meyer Elementary

| Name | Position | FTE |
|---|---|---|
| Alyssa Gray | PreK Paraprofessional | 1 |
| Mariely Carreon | PreK Para | 1 |

# Title I Personnel

| Name | Position | Program | FTE |
|---|---|---|---|
| Ashley Colwell | Computer Lab Aide | Title 1 | 1.0 |
| Terrance George | Instructional Aide | Title 1 | 1.0 |

# Campus Funding Summary

| 211 Title I, Part A | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | Supplies | | $1,598.00 |
| 2 | 2 | 2 | Supplies | | $1,951.00 |
| 2 | 3 | 2 | Supplies | | $7,193.00 |
| 2 | 4 | 3 | Paraprofessionals to support innovative day program | | $68,297.00 |
| 2 | 4 | 3 | Supplies | | $2,000.00 |
| 3 | 1 | 1 | Supplies | | $2,000.00 |
| 3 | 2 | 2 | Supplies | | $4,500.00 |
| 3 | 3 | 2 | Supplies | | $7,193.00 |
| 4 | 1 | 3 | Supplies | | $3,954.00 |
| 5 | 3 | 1 | Incentives, supplies, and subscriptions | | $9,014.00 |
| | | | | **Sub-Total** | $107,700.00 |
| | | | | **Budgeted Fund Source Amount** | $107,700.00 |
| | | | | **+/- Difference** | $0.00 |

| 199 PIC 30 State SCE Title I-A, Schoolwide Activit | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 3 | PreK Paraprofessionals | | $63,042.00 |
| 2 | 2 | 3 | Reading subscriptions | | $3,777.00 |
| 2 | 3 | 2 | Tutoring | | $3,600.00 |
| 3 | 3 | 2 | Tutoring | | $3,600.00 |
| 4 | 1 | 3 | Tutoring | | $1,200.00 |
| | | | | **Sub-Total** | $75,219.00 |
| | | | | **Budgeted Fund Source Amount** | $75,219.00 |
| | | | | **+/- Difference** | $0.00 |
| | | | | **Grand Total Budgeted** | $182,919.00 |
| | | | | **Grand Total Spent** | $182,919.00 |
| | | | | **+/- Difference** | $0.00 |